R E P O R T R E S U M E S

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INSTRUMENT FOR EVALUATING A DEPARTMENT OF VOCATIONAL AGRICULTURE.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

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DESCRIPTORS- *VOCATIONAL AGRICULTURE, *PROGRAM EVALUATION, PROGRAM PLANNING, TEACHING PROGRAMS, SUPERVISED FARM PRACTICE, YOUTH CLUBS, PHYSICAL FACILITIES, PUBLIC RELATIONS, TEACHER ADMINISTRATOR RELATIONSHIP, WORK EXPERIENCE, *EVALUATION CRITERIA,

AN EVALUATION TEAM MAY USE THIS INSTRUMENT IN IDENTIFYING STRENGTHS AND WEAKNESSES IN A DEPARTMENT OF VOCATIONAL AGRICULTURE. INSTRUCTIONS ON PREPARING FOR THE EVALUATION, INVITING PARTICIPANTS, AND DISTRIBUTING SUMMARIES ARE INCLUDED. SECTIONS ARE INCLUDED FOR DIFFERENT ASPECTS OF THE PROGRAM--(1) MAINTAINING RELATIONSHIPS WITH THE SCHOOL PERSONNEL, (2) PLANNING AND DEVELOPING A VOCATIONAL AGRICULTURE PROGRAM, (3) ORGANIZING FOR TEACHING, (4) DEVELOPING SUPERVISED FARMING PROGRAMS AND OCCUPATIONAL EXPERIENCES, (5) ADVISING THE FUTURE FARMERS OF AMERICA PROGRAM, (6) PROVIDING AGRICULTURAL MECHANICS TRAINING, (7) SUPERVISING THE YOUNG-ADULT PROGRAM, (8) ADMINISTERING PHYSICAL FACILITIES OF THE DEPARTMENT, AND (9) PROMOTING PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE. SPACE FOR SUMMARIZING THE APPRAISAL IS PROVIDED. EACH SECTION INCLUDES A GUIDING PRINCIPLE AND SPACE FOR RECORDING SPECIFIC FACTS AND FIGURES, SELECTED TRENDS, AND RESULTS, AND RECOMMENDATIONS OR COMMENDATIONS. (JM)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INSTRUMENT FOR EVALUATING

A DEPARTMENT OF

VOCATIONAL AGRICULTURE

School _____ Teacher/s _____

County _____ Area _____

Date _____

This instrument was developed by the Agricultural Education Section of the Department of Public Instruction, Harrisburg, in cooperation with the Agricultural Education Department at The Pennsylvania State University, in 1960 and revised in 1965.

V701391

INSTRUCTIONS

Continuous evaluation is necessary for good teaching. This instrument was designed for the purpose of making a rather comprehensive evaluation of a department of vocational agriculture in which strengths and weaknesses of the program might be identified. This evaluation shall be made every five years. It is recognized that perhaps the greatest good coming from an evaluation of this type is the preparation made by the teacher prior to the evaluation.

Suggestions for Preparing for the Evaluation

The local teacher in cooperation with the area supervisor should obtain permission of the chief school administrator for making the evaluation. A date should be selected for the evaluation which would not interfere with normal school operations.

Persons Who Should be Invited to Participate in the Evaluation Include:

1. Area Supervisor of Agricultural Education, Chairman
2. County or District Superintendent of Schools
3. An "outside" Area Supervisor of Agricultural Education
4. Teacher Trainer in Agricultural Education from The Pennsylvania State University
5. A Local School Administrator
6. A Local School Board Member (farmers if possible)

The local teacher should be provided a copy of the evaluation instrument in advance in order that he have recorded and/or on hand by the time of the evaluation all information requested in the instrument. Interviews with FFA members, young farmers, and school officials should be arranged by the local teacher as needed in order to supply facts and information to the committee.

Each member of the evaluation committee shall be furnished a copy of the evaluation instrument, and make notes on his copy as the evaluation progresses. A summary copy of the instrument shall be prepared which would be the composite thinking of the entire committee.

Copies of this summary copy should be sent to:

1. Local School Administrators for the School Board
2. County or District Superintendent
3. Area Supervisor of Agricultural Education
4. Agricultural Education Department, The Pennsylvania State University
5. A copy of this summary must be filed with the Agricultural Education Section, Department of Public Instruction, Harrisburg.

I. MAINTAINING RELATIONSHIPS WITH THE SCHOOL PERSONNEL

Guiding Principle: Teachers of vocational agriculture should cooperate in planning the local school program and share responsibility with other school personnel in putting the plans into effect in order to offer maximum educational opportunities for the community.

1. Some Facts and Figures

Written reports of departmental activities presented to local school authorities.

Reports	Principal and/or Supt.	Board of Education	Area Advisor	On Time
Preliminary Project				
Project Summary				
Monthly and Annual Activities				
Monthly Expenses				
FFA Program of Work				
Monthly and Annual Young-Adult Farmer				
Annual FFA Activities				
Status of Former Students				

Faculty Committees of which the teacher is a member are _____

_____

General School duties regularly assumed by the vo-ag teacher are _____

_____

2. Selected Trends

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Per cent of local faculty meetings attended	_____	____	____
No. of times Vo-Ag Program was presented to faculty	_____	____	____
No. of cooperative projects completed with other departments in the school	_____	____	____
No. of school improvement activities conducted, such as Turf Management	_____	____	____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The ag. teacher actively participates in the total school program.
. . . . . 2. Other school personnel understand the complete vo-ag program.
. . . . . 3. Vo-ag is an integral part of the total school program.
. . . . . 4. Mutual cooperation exists between the vo-ag teacher and school personnel in promoting the welfare of the school.

☐☐☐☐☐ 5 4 3 2 1	To what extent does the vo-ag teacher cooperate in planning the local program of the school, and share responsibility in putting it into effect?
Recommendations and/or Commendations	

II. PLANNING AND DEVELOPING A VOCATIONAL AGRICULTURE PROGRAM

Guiding Principle: The program should be planned with school and community representatives. Problems and needs should be considered in terms of accepted objectives. Progress toward long and short time objectives should be continuously evaluated.

1. Some Facts and Figures

Is a written course of study used as a guide in the program? _____
Has factual information been compiled on the educational and agricultural situation in the community? Yes __ or No __ Explain _____
Has the program been systematically evaluated? _____
Explain _____
Have school and community representatives assisted in planning and evaluating the departmental program? _____ Explain _____
Is instruction in off-farm agricultural occupations part of the vo-ag curriculum? Yes __ or No __ Explain _____

2. Selected Trends

A complete program of agricultural education is offered:

	2 yrs. ago 19__	Last Year 19__	This Year 19__
No. of non vo-ag students given personal or vocational guidance (Jr. Ag. Program)	_____	____	____
All-day Enrollment	_____	____	____
Young-Adult Farmer Enrollment	_____	____	____
Hours spent in professional improvement meetings	_____	____	____
Days spent in noncredit in-service workshops	_____	____	____
Hours of graduate credit earned	_____	____	____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The department offers a complete vo-ag program.
. . . . . 2. School and community representatives are helping in evaluating and developing the vo-ag program.
. . . . . 3. The teacher shows professional growth.

5 4 3 2 1	To what extent does the vo-ag program include planning and continuous evaluation with the school and community representatives, with emphasis on planning for needs in terms of long and short term objectives?
Recommendations and/or Commendations	

III. ORGANIZING FOR TEACHING

Guiding Principle: Classroom teaching should bring about thinking and understanding on the part of students, should help develop abilities necessary to farming and agricultural occupations, and should involve individual and group planning and evaluation.

1. Some Facts and Figures

The schedule is so arranged to permit ag. students to take courses that are required for college entrance.

When were the department files last revised? _____

Number of times teacher grades notebooks per class per year _____

Number of field trips taken per class per year _____

Number of times organized local project or demonstration data were presented per class per year _____

Average number of different teaching aids used per class per day _____

Percent of teaching directly related to student farming programs and agriculture occupational needs and opportunities _____

Adequate comprehensive permanent records are kept for present and former students _____

List methods of teaching commonly used _____

Is a recent course of study on file with the area supervisor? _____

2. Selected Trends

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Hours of time spent per week in planning for teaching	_____	____	____
Are lessons taught with a unit and/or lesson plan?	_____	____	____
Number of new reference books placed in the department library	_____	____	____
Number of agricultural periodicals received by the department monthly -- list how they are used	_____	____	____
Number of comprehensive (other than quizzes) paper and pencil tests administered	_____	____	____
Number of students enrolled in college	_____	____	____

3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. A variety of teaching aids is being used.

. . . . . 2. Lessons are being planned adequately.

. . . . . 3. Supplementary aids are available and orderly.

. . . . . 4. College bound ag. students have the opportunity to take courses required for college entrance.

5 4 3 2 1	To what extent does the classroom teaching serve the students in the community through increasing their skills and abilities in farming, in college, other agricultural occupations and their ability to think, plan and evaluate?
Recommendations and/or Commendations	

IV. DEVELOPING SUPERVISED FARMING PROGRAMS AND/OR OCCUPATIONAL EXPERIENCES

Guiding Principle: The Supervised Farming Program and/or Occupational Experiences provide the individual student with useful farm or occupational experiences as well as a small part of capital needed for establishment in farming or an agricultural vocation.

1. Some Facts and Figures:

	This Year
Number of students with written farming program plans	
Number of students in a supervised occupational experience	
Number of students with a parent and son agreement	
Average labor income per student per year from farming program	
Average income per student per year from occupational experiences	

2. Selected Trends:

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Number of farm visits per high school student per year			
Number of occupational experience visits per student per year			
Average number of productive projects per student per year meeting state minimum standards			
Average number of hours students spend in on-the-job training			
Number of graduates who enter the business of farming yearly			
Number of graduates who enter agricultural occupations other than farming			

3. Results:

Use local interviews, observations, and discussions as a basis of your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The supervised farming and/or occupational experience programs of the department provide a basis for teaching the skills and abilities in agriculture basic to the area.

. . . . . 2. Supervised farming programs and/or occupational experiences are resulting in improvement of the student's establishment or employment in agriculture.

. . . . . 3. Supervised farming programs and/or occupational experiences are profitable enough to materially aid pupils in starting in an agricultural vocation.

. . . . . 4. Supervised farming programs and/or occupational experiences provide pupil's experience in managing agricultural businesses.

5 4 3 2 1	To what extent does the supervised farming program and/or occupational experiences provide the student with desirable experiences and lead toward establishment in agricultural occupations.
Recommendations and/or Commendations:	

V. ADVISING THE FFA PROGRAM

Guiding Principles: The FFA chapter program should provide all members with those experiences necessary to develop effective rural citizenship.

1. **Some Facts and Figures:**

	This Year
Date program of work was distributed to members	____
Percent of stated goals completed in last annual program of work	____
Number of social, recreational, or civic meetings held or attended in addition to regular chapter meetings	____
Number of boys who receive the National Future Farmer Magazine	____
Number of summer meetings -- June through August	____
Number of different group exhibits and demonstrations at fairs, shows, etc.	____
Total chapter budget approved	____
Number of newspaper items and TV and radio programs used in publicizing FFA	____
Percent of vo-ag students enrolled in FFA	____
Number of American farmers	____

2. **Selected Trends:**

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Total Chapter membership	_____	____	____
Number of regular meetings held	_____	____	____
Average percent of attendance at meetings	_____%	____%	____%
Number of students serving on more than one committee	_____	____	____
Number of members participating in FFA activities beyond the chapter level	_____	____	____
Chapter rating in State (National FFA foundation form) Standard, Superior, or National	_____	____	____
Number of (Local) awards given for proficiency in rural leadership	_____	____	____
Number of members applying for the State Farmer Degree	_____	____	____

3. **Results:**

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The Chapter meetings are interesting to members.
. . . . . 2. The students assume responsibility for chapter operation.
. . . . . 3. The chapter program is adapted to the leadership needs of the members.

5 4 3 2 1	The FFA Chapter program provides all members with those experiences necessary for effective rural citizenship.

Recommendations and/or Commendations:

VI. PROVIDING AGRICULTURAL MECHANICS TRAINING

Guiding Principles: Agricultural mechanics instruction should develop appropriate skills and abilities, be related to student occupational needs, and should result in improvement of agricultural operations and employment.

1. **Some Facts and Figures:**

	This Year
A written comprehensive course of study is followed	____
Percent of time agricultural mechanics instruction was offered last year	____
An adequate record of completed shop jobs is kept	____
Percentage of agricultural mechanics time spent in group instruction	____
Individual instruction	____
Evidence of instruction in safety is on file	____
Number of students who completed improvement projects in the school shop for use on the farm or other agricultural businesses	____

Number of evaluative procedures used in teaching agricultural mechanics

Student self evaluation _____ Performance testing _____

Written tests _____ Other _____ TOTAL ____

2. **Selected Trends:**

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Number of students who repaired or overhauled agricultural machinery or equipment	____	____	____
Number of students who own agricultural machinery and/or equipment	____	____	____
Number meetings of young-adult classes held in shop	____	____	____
Number of students establishing or making major improvements in home farm shop and/or agricultural businesses	____	____	____
Number of class periods spent by agricultural mechanics classes in field work on farms and/or ag. businesses	____	____	____
Number of former students who have been placed in ag. mechanics businesses	____	____	____

3. **Results:**

Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. School ag. mech. equipment shows evidence of proper maintenance.
. . . . . 2. Good housekeeping is in evidence throughout the ag. mech. shop.
. . . . . 3. The shop projects completed show quality in workmanship.
. . . . . 4. Student ownership of ag. machinery and equip. increased progressively as ag. programs increase in size and scope.
. . . . . 5. Interests and appreciations gained through agricultural mechanics instructions are resulting in establishment of home farm shops.
. . . . . 6. The agricultural mechanics program results in students securing employment in agricultural mechanics businesses.

☐☐☐☐☐ 5 4 3 2 1	To what extent is agricultural mechanics instruction related to student, home, and community needs and resulting in improvement in farming and employment in agricultural mechanics businesses.
Recommendations and/or Commendations:	

VII. SUPERVISING THE YOUNG-ADULT PROGRAM

Guiding Principle: The Young-Adult Farmer Program should serve the community through increasing their proficiency in agriculture as well as in leadership, civic, and social responsibility.

1. Some Facts and Figures:

	This Year
A planned course of study was followed	____
Number of improved practices per farmer resulting from instruction	____
Number of special, social, recreational, or civic meetings	____
Number of summer meetings April-October inclusive	____
Number of group field trips and on-farm demonstrations	____
Number of meetings of planning committees	____
Number of sessions in which resource persons were used	____
Number of years of affiliation with Pennsylvania Young Farmers Association	____
Number of newspaper items in publicizing the programs	____

List number of specialized agricultural classes with specific occupational objectives _____

_____

_____

2. Selected Trends:

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Number of instructional meetings held	_____	____	____
Average attendance at instructional meetings	_____	____	____
Total enrollment	_____	____	____
Number of instructional visits per farmer per year	_____	____	____
Number of instructional visits made to prospective members per year	_____	____	____
Number of members affiliated with the PYFA	_____	____	____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The meetings are regularly held and varied.

. . . . . 2. The members are making desirable changes in their farming operations as a result of the course.

. . . . . 3. The members are developing further competency in social, recreational, civic, and leadership responsibilities.

☐☐☐☐☐ 5 4 3 2 1	To what extent does the young-adult program serve the community through increasing its proficiency in agriculture as well as in civic, and social responsibilities.
Recommendations and/or Commendations:	

VIII. ADMINISTERING PHYSICAL FACILITIES OF THE DEPARTMENT

Guiding Principle: Each teacher of agriculture should plan, organize, and use to best advantage, those facilities which the community can provide effectively and adapt them to the needs of the learners.

1. Some Facts and Figures:

Inventories of department facilities are available and up to date (check)

Reference Book List_____	Laboratory Supply List_____	Unloading Ramp_____
Farm Mechanics List_____	Teaching Aids_____	Hot Beds_____
	Telephone_____	Outside Fence in
Use of filing system (check)		Storage & Work Area_____
Department Records_____	Reference Books_____	Greenhouse_____
Bulletin Library_____	Teaching Aids_____	Experimental Plots_____

Follow-up records of each student (all day and adults) are used_____

Requisitions for books, bulletins, supplies, tools and equipment are prepared and presented each year_____

Average annual expenditure for department library $____ shop equip. $____ bulletins $____ lab. equip. and supplies $____ misc. fund $____

A list of needed major improvements in physical facilities has been prepared

Date of preparation _____

Audio visual equipment is available for classroom use (check)

Motion picture projector	____	Chart making equipment	____
Slide and filmstrip projector	____	Flannel boards	____
Opaque projector	____	Tape recorder	____
Room darkening equipment	____	Overhead projector	____

Field trips and other vo-ag activities off the school property were approved in advance by the school board through the school administrator.

Is adequate insurance available on student, teacher, and equipment? ____

Is adequate transportation provided for field trips? ____

Is agricultural mechanics shop used to store school equipment? ____

2. Selected Trends:

Major improvements made in school facilities during the preceding year:

_____ _____ _____

Major improvements made in classroom facilities during the last year:

_____ _____ _____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. A desirable learning environment has been provided in the classroom and shop.

. . . . . 2. Those who used the vocational agriculture facilities help in maintaining and improving them.

. . . . . 3. Facilities for teaching have been wisely selected, properly maintained, and are conveniently stored.

☐☐☐☐☐ 5 4 3 2 1	Physical facilities for teaching vocational agriculture are adapted to the needs of the learners and they are planned, organized, and used to best advantage by the teacher and student.
Recommendations and/or Commendations	

IX. PROMOTING PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE

Guiding Principle: A correlated, continuous and well-organized effort is made to develop understanding and favorable attitudes toward the program of vocational agriculture on the part of the school and community.

1. Some Facts and Figures:

Number of different publications which carried news articles of department activities ____

Number of articles concerning various areas of the program:

Agricultural mechanics	____	Supervised occupational experiences	____
Classroom teaching	____	Farming programs	____
FFA articles	____	Other	____
Young-adult farmer activities	____	Number of different areas	____

Number of articles written in school newspaper ____

Number of articles written by teacher ____

Number of articles written by students ____

Number of programs given to school and community groups ____

List the different agricultural agencies that work in cooperation with vocational agricultural departments ____

2. Selected Trends:

	2 yrs. ago 19__	Last Year 19__	This Year 19__
List civic, service, and farm organizations of which the teacher is a member	____	____	____
Number of civic organization programs in which the FFA participated	____	____	____
Number of civic organization programs in which the YFA participated	____	____	____
Number of news articles written per year	____	____	____
Number of radio and/or TV programs given	____	____	____
Number of window displays and/or demonstrations	____	____	____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

. . . . . 1. The program of vocational agriculture is well presented to the school and community.

. . . . . 2. The program of public relations is well balanced.

. . . . . 3. The public relations program is a cooperative effort.

. . . . . 4. Public relations activities in vocational agriculture are closely correlated with the public relations program of the school.

5 4 3 2 1	Is there a correlated, continuous and well-organized effort to develop understanding and favorable attitudes toward the program of vocational agriculture on the part of the school and community?
Recommendations and/or Commendations	

M. SUMMARY OF THE APPRAISAL

Evaluations of the various areas of the program may be obtained from the final results at the bottom of each of the preceding pages. Record these on the scale. Draw a heavy line connecting each point. This is a profile of the appraisal.

	5	4	3	2	1	0
1. Maintaining Vocational Agriculture Relationships with School Personnel						
2. Planning and Developing a Vocational Agriculture Program						
3. Organizing for Teaching						
4. Developing Supervised Farming Programs and Occupational Experiences						
5. Advising the FFA Program						
6. Providing Agricultural Mechanics Training						
7. Supervising the Young-Adult Program						
8. Administering Physical Facilities of the Department						
9. Promoting Public Relations in Vocational Agriculture						

(5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor)

SUMMARY APPRAISAL OR COMMENTS: